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ABSTRACT

This paper reports the results of a study conducted to ascertain whether the variance in teaching effectiveness of community college faculty, as assessed by students, can be attributed to particular attitudes of these faculty (acceptance of the community college concept, educational and reference group orientations) and/or to particular socialization experiences (years of community college teaching experience, highest academic degree, number of graduate courses in education) which these faculty have undergone. A theoretical model based on symbolic interactionism is presented and explained. Data to test the model were acquired through a 1973 survey of faculty and students at five Pennsylvania community colleges. Of 484 full-time faculty surveyed, 260 (54%) responded. Data on student perception of the teaching effectiveness of 175 of the responding faculty were obtained by surveying all students in one randomly selected class of each faculty member. Factor analysis and Pearson product-moment correlation statistical procedures were utilized in the data analysis. It was concluded that the socialization experiences and educational orientations assessed in this study (and generally used by administrators in faculty selection) are not appropriate as objective criteria for predicting teacher effectiveness in the community college. Further, other factors will have to be sought as the principal determinants of variation in perceived teaching effectiveness. (Author/JDS)

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Community College Faculty Attitudes, Socialization Experiences, and Perceived Teaching Effectiveness

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Abstract

This study seeks to determine whether variance in teaching effectiveness of community college faculty, as assessed by students, can be attributed to particular attitudes and/or socialization experiences of these faculty. A theoretical model derived from symbolic interaction theory is tested by path analysis. Data to test the model were obtained through a 1973 survey of faculty and students at five community colleges in Pennsylvania. On the basis of this analysis, the authors conclude that the "predictor" variables used in this study and often by administrators in developing faculty selection policies do not correlate highly with teaching effectiveness.

Community College Faculty Attitudes, Socialization Experiences, and Perceived Teaching Effectiveness

During the past two decades the community junior college has emerged as a significant institution in the structure of higher education in America. It is significant not only in terms of enrollment,[1] but also because its comprehensive curriculum, remedial programs, open-door admissions policy, and emphasis on community service, teaching, guidance and counseling all contribute to an approach to higher education without parallel or counterpart.

Community college leaders frequently maintain that since their institutions provide a unique service in higher education--universal opportunity commensurate with individual ability--they require a unique kind of faculty member. Ideally, the faculty member needed is one who accepts the community college concept; i.e., one who favors an open door admissions policy and a comprehensive curriculum oriented to broad student and community interests (Blocker, Plummer, and Richardson, 1965; Medsker and Tillery, 1971; Monroe, 1973). It is also held that since the community college caters to students of widely varying interests and abilities, the ideal faculty member should reflect a progressive orientation to education: He should be flexible in his thinking, able to adapt to student needs, and should take an active interest in providing more for the student than raw facts and skills (Gleazer, 1967; Pyle, 1968; Cohen, 1971; O'Banion, 1972).

Consequently, contemporary community college administrators, faced with scores, even hundreds, of applications for every faculty vacancy in this age of the "steady state," develop criteria and policy for screening

and selecting those applicants who they feel will be effective instructors in their institutions. Because of the lack of objective criteria upon which to base policy for the selection of competent faculty members, they tend to rely on their own experience or on a number of "common sense" measures in making policy decisions. Frequently, those applicants who appear traditional in their educational orientation, who have had no previous experience in a community college either as a student or as a faculty member, who have not taken a course on college teaching or on the community college during their graduate work, and/or who have a doctorate in a traditional discipline, have little chance to pass the initial screening of their application.

A review of the pertinent literature indicates that community college faculty vary greatly in their attitudes towards the community college concept and in their more general orientations to education (Friedman, 1967; Leslie, 1973; Lipscomb, 1965; Medsker, 1960; Morrison, 1972). Many, therefore, do not conform to the theoretical ideal type. A focal question is whether or not the ideal-type community college faculty member is the more effective teacher in the community college setting. Or, stated differently, if variance in teaching effectiveness can be linked causally to certain faculty socialization experiences and attitudes, it may be possible to validate the criteria often used in selecting community college faculty. If no such relationship can be found, the common practice of using particular faculty socialization experiences and attitudes in personnel selection policies, whether formal or informal, is open to question. Therefore, the objective of this study is to ascertain whether the variance in teaching effectiveness of community college faculty, as assessed by students, can be

attributed to particular attitudes of these faculty and/or to particular socialization experiences which these faculty have undergone.

THEORETICAL CONSIDERATIONS

The theoretical framework underlying this study derives from symbolic interactionism. Following Mead and others of the symbolic interactionist perspective, we assert that it is largely through specific socialization experiences that knowledge, values, and attitudes are acquired (Mead, 193.; Strauss, 1956; Manis and Meltzer, 1967). Viewed within this perspective, the attitudes of community college faculty toward the community college concept and toward educational issues are the results of interactional experiences which occurred in their own educational programs and which continue to occur in their work settings. This leads to an assertion that specified attitudes vary according to the socialization experiences of individual faculty members.

The symbolic interactionist perspective gives rise to another theoretical notion, that of reference groups, which promises to be particularly relevant to this problem (Shibutani, 1961:61). The theory suggests that the reference group(s) with which a person identifies can be a determinant of values and attitudes. In some instances these reference groups will be ones in which the individual actively holds membership; in other instances they will be groups to which the individual aspires to belong. In essence, reference groups constitute significant others for the individual. Therefore, attitudes toward the community college concept and toward educational issues may also be viewed as a reflection of the prevailing values and attitudes of those occupational reference groups with which the individual identifies.

Individuals acquire their reference group identity through their socialization experiences. The socialization process has implications for the way in which individuals act to select and create their own social environments. For example, if a community college faculty member had attended a community college as a student, and if he enrolled in a "Master of Arts in College Teaching" curriculum wherein he took a course in the community college as part of his degree requirements, and if he joined an academic division of other faculty members who were proud to be on the faculty of that community college, it is likely that he would select community college faculty as his reference group. If, on the other hand, he had not had any experience with a community college prior to being appointed to the faculty, and intended to pursue a doctorate in his academic specialty when he had obtained sufficient funds from his community college employment, he would be more likely to select university faculty as his reference group.

The symbolic interaction perspective also provides a natural linkage between a teacher's attitudes toward educational issues and perceived effectiveness of that teacher in the community college setting. Symbolic interactionists hold that the individual's sense of self-worth, self-efficacy, and self-concept are products of interaction with significant others. If a teacher demonstrates acceptance of an individual student and wants to assist in the student's total development, the probability that the teacher will become a significant other is increased. This effect may be especially blatent when the student has been previously classified as lacking in ability or achievement. Teachers who become significant others are likely to be perceived as effective in their role. Since teachers who are progressive incorporate a guidance perspective in their teaching and tend to use the

student as a curricular referent (as much as they use the subject matter), much of their behavior is clearly oriented to student development. It is through this type of reasoning that many authorities in the community college movement assume that progressive, student oriented teachers are the most effective teachers in the community college setting (Garrison, 1963, 1966; McKeefery, 1959; O'Banion, 1972; Pyle, 1968; Roy, 1973).

The general theoretical framework has isolated the following relationships shown below in Figure 1. Socialization experiences are viewed as

Figure 1 about here

directly and indirectly affecting attitudes of progressivism and acceptance of the community college concept. An indirect effect arises as socialization experiences cause the adoption of a particular reference group identity which in turn causes the adoption of relevant attitudes. Finally, the adoption of a progressive educational orientation and acceptance of the community college concept engenders classroom behavior which is perceived by students to be more effective than that related to a nonprogressive educational orientation and to nonacceptance of the community college concept. The operational definitions of these variables will be given in the empirical model described in the following section.

METHODOLOGICAL CONSIDERATIONS

Data Collection

Data to test the theoretical model were acquired through a 1973 survey of faculty and students at five Pennsylvania community colleges. All full-time faculty at these schools (N-484) were surveyed;[2] 260 of these faculty (54%) returned a completed instrument. Although this response rate is

rather low, the distribution of the respondents with regard to highest degree completed, sex, academic rank, and subject speciality does not differ significantly from that of the full faculty population at these five schools--and is also quite close to that of faculty at all Pennsylvania community colleges.[3] However, no follow-up study was executed to determine if there was a significant response bias on the questionnaire's attitudinal items.

For 175 of the responding faculty it was possible to obtain perceived teaching effectiveness (PTE) data by surveying all students in one randomly selected class of each faculty member. Since the student survey was administered and completed in the classroom, the student response rate for a given faculty member was quite high. It must be recognized, however, the PTE data is not based on a true random sample of each faculty member's students.[4] The usable data pool was further reduced to 171 cases because four responding faculty did not identify with either a community college or a university reference group (the only values allowed by our model as operationalized) and were therefore excluded from the analysis.

Empirical Model

From the virtually infinite reservoir of socialization experience indicators, three with strong plausibility as causes of the relevant attitudes were selected for assessment: community college teaching experience (in years), highest academic degree completed, and number of graduate courses completed in the field of education. It must be emphasized that these measures are indicators of the extensiveness and direction of inherently different types of socialization experiences and as such are treated as distinct variables in the analysis. This posture requires that we assume

a causal relation between number of graduate education courses taken and highest degree completed; it also requires that we specify a correlational relationship between community college teaching experience and graduate education courses, a relationship whose cause is principally age.

Reference group identity has been operationalized as a dichotomous variable by ascertaining where a faculty member would prefer to teach if s/he had complete freedom of choice. Responses of "this community college" or "other community college" were taken as indicative of a community college reference group identity. Responses of "senior college" or "university" were taken as indicative of a university reference group identity.

The attitudes of progressivism and acceptance of the community college concept are measured using six-point Likert-scale items. The 11 items given in Table 1, most of which are modified from Kerlinger's Educational

Insert Table 1 about here

Scale VII (Kerlinger, 1958), are taken to be indicators of progressivism.[5] The ten items given in Table 2, which follow from the earlier work of

Insert Table 2 about here

Morrison (1972), are taken to be indicators of acceptance of the community college concept. Application to progressivism items of principal-axis factor analysis with varimax rotation reveals two factors of significance.[6] The first factor loads heavily on progressivism items 3, 7, 8, 9, and 10. (see Table 2), leading to an interpretation of this factor as "social consciousness" progressivism—the attitude that the teacher is responsible to present both sides of an issue and to emphasize its social ramifications. The second factor loads heavily on progressivism items 1, 2, 4, 5, 6, and 11 (see Table), leading to interpretation of this factor as "whole person"

progressivism; the teacher holding this viewpoint feels that it is not sufficient to teach only facts and skills since other areas of personal development are also important.

A principal-components factor analysis of the "acceptance" items yielded one significant factor loading heavily on items 1, 2, 3, 6, 7, and 9.[7] Perceived effectiveness of a given teacher was ascertained by obtaining the mean scores on 14 items of a questionnaire completed by all students in one of that teacher's classes (see Table 3). The questionnaire items as-

Insert Table 3 about here

sessed the teacher's perceived knowledge of the subject, his classroom management practices, and aspects of his interpersonal behavior. The mean scores for each class on these 14 items were similarly analyzed and one single factor was obtained.[8]

The causal model for empirical test is given in Figure 2. This elaborated

Insert Figure 2 about here

model follows from the general one given earlier in this discussion. Highest academic degree is posited to have a negative direct effect both on reference group identity (i.e., to cause identification with a university reference group), and on "whole person" progressivism. This is because persons holding doctorates are more likely to be research oriented than those not holding the degree. Direct effects of PTE are assumed to stem from number of graduate education courses because in such courses teachers may acquire useful technical information about teaching, and from highest academic degree since faculty with more advanced training in their field are likely to have better command of their subject matter.

In designing the empirical model, a theoretical assumption has been made which places progressivism temporally ahead of acceptance of the

community college concept. It is reasonable to assume that the individual develops general orientations toward education during his experience in public schooling and in undergraduate school; in other words, during the time when it is not important for him to consider the role and function of the community college in American society. Thus, progressivism is assumed to be a cause of acceptance. In addition, one direct linkage of socialization experience and acceptance is proposed. This linkage, from graduate education courses, is unavoidable since community college teachers, as students in such courses, are likely to be exposed to literature and a peer group advocating the community college concept.

As presented in Figure 2, the empirical model is fully recursive. Possible specification errors in this empirical model will be addressed in more detail in the discussion section of this paper.

ANALYSIS OF DATA

The matrix of Pearson product-moment correlations for the variables in the empirical model, as calculated from the Pennsylvania Community College Survey is given in Table 4.[9] Path analysis was used to estimate the empirical model presented in Figure 2. Path coefficients are emphasized over un-

Insert Table 4 about here

standardized structural coefficients because concern in this study is with the relative magnitude of paths in one population and because four of the variables in the model are composites resulting from factor-analytic procedures. Any variance introduced in these composites to allow calculation of structu al coefficients would be arbitrary and without empirical significance.

All measured variables in the empirical model conform to the customary requirements for path analysis,[10] the results of which are given in Table 5.

Insert Table 5 about here

All paths are derived by ordinary least squares (OLS) regression. "Reproduced" correlations, a measure of goodness-of-fit of the model to the data, were calculated using the "REPRO" computer program; four of these correlations were also hand-calculated to verify the computer-generated results.[11] All quantities relevant to estimation and test of this model are presented in Tables 6 and 7.

Insert Tables 6 and 7 about here

Because the paths given in Table 5 are estimated on the basis of composite scores on four variables, they include an estimable amount of measurement error. Theoretically it is possible to correct for invalidity and non-systematic error by dividing each correlation involving composites by the validity of the composites which appear explicitly in the correlation (Heise and Bohrnstedt, 1970). This process will increase path coefficients, to first-order, by the reciprocal of the validities of all composite measures directly involved in the path. Because the soundness of this practice is currently in question, the correction has not been performed here, but the general trend it yields will influence the generation of a more parsimonious model.

Following the theory "trimming" strategy advocated by Heise (1975: 195), the paths for which $|p|$ is below some arbitrary figure may be deleted, thus generating a new model whose parameters can be reestimated. In this case there were numerous paths clustered about the customary cutoff criterion of $|p| < .100$. No justification could be found for splitting the cluster--eliminating some of its paths and retaining others; consequently

they were all retained by establishment of a cutoff criterion of $|p| < .090$. Further justification for this strategy is provided by the general effect of measurement error to lower estimates of such path coefficients. The parsimonious model is given in Table 8, with relevant regression parameters and

Insert Table 8 about here

reproduced correlations given in Tables 9 and 10 respectively.

Insert Tables 9 and 10 about here

DISCUSSION

The results of this investigation are characterized by low path coefficients and small amounts of explained variance. None of the paths exceed .320 and the greatest amount of variance explained in any one endogenous variable does not exceed 14%. Judging from the reproduced correlations, however, both the original and trimmed causal models seem to be reasonably good fits to the data. The correlation discrepancies are "in the noise," since their magnitude corresponds to paths which would not be statistically significant. For the full model the root mean square correlation discrepancy is .039; for the trimmed model the corresponding figure is .045.

As we alluded earlier, there is a possible source of specification error in the tested model which arises from the lack of an a priori temporal ordering among the attitudinal variables. It is possible that relationships between attitudes (reference group identity, progressivism, and acceptance) are causally opposite to that posited here, or are reciprocal. A similar argument could be applied to relationships between attitudes and perceived teaching effectiveness: Being perceived as a good teacher in

a community college could cause an increase in acceptance of the community college concept. Also, disturbances acting on these variables may be correlated. These arguments suggest that it may prove profitable to test a nonrecursive model involving these variables. Unfortunately, we were not able to execute this additional analysis since appropriate instrumental variables were not assessed in the original survey.

The data appear to justify the hypothesized direct causal linkage between indicators of socialization experience and at least one variety of progressivism ("whole person"). Somewhat surprising, though, is the observed negative direct effect between community college teaching experience and "whole person" progressivism. These same socialization experience indicators are linked strongly to reference group identity; in this case all relations were in the direction anticipated. Moreover, there appears to be a direct relationship between reference group identity and acceptance of the community college concept.

Unfortunately, our model provides a poor explanation of "social consciousness" progressivism and perceived teaching effectiveness. If socialization experiences are indeed causes of variation in "social consciousness" progressivism, then an inappropriate set of socialization experiences are included in the model. Perceived teaching effectiveness is found to be directly linked to acceptance of the community college concept, tenuously linked to "social consciousness" progressivism, and not at all directly linked to other quantities in the model. The variance in PTE explained by the model does seem to arise through a process in accord with the interactionist perspective--that is, indirectly, with attitude as an intervening variable--but this explained variance is quite small.

If the interactionist perspective is to be supported as a theoretical explanation of perceived teaching effectiveness in community colleges, alternative attitudes and socialization experiences will have to account for a far greater amount of variance. Otherwise it will have to be assumed that other factors--perhaps the manner in which the teacher organizes courses or employs instructional media, perhaps the nature of the subject matter being presented, perhaps the varied orientations which students bring to their role--are the principal determinants of variation in teaching effectiveness. Of course, one must also question the validity of student evaluation as an indicator of effectiveness in education; however, there is some evidence to support a positive relationship between student perceptions of teacher effectiveness and actual cognitive, affective, or psychomotor achievement (McKeachie, 1969:214).

As noted in the introduction, there have been several studies dealing with the acceptance of the community college concept, educational orientation of faculty, and reference group of faculty. None, however, have simultaneously addressed the relationship of these variables to teaching effectiveness in the community college setting. In the absence of further research on this question, we must conclude that the socialization experiences and educational orientations assessed in this study (and generally used by administrators) are not appropriate as objective criteria for faculty selection policies in the community college. Further exploration is needed both to validate the findings of this study and to isolate other variables (such as the use of particular instructional technologies and the effects of students' role orientation) which might be reliable correlates of effectiveness in the classroom. This exploration should also assist in the effort to develop objective and measurable criteria upon which rational personnel policy decisions may be based.

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Footnotes

[1]In many states over half of all undergraduates enrolled in lower division programs of American colleges and universities are enrolled in public two-year colleges, a condition that is predicted to hold nationally by 1980.

[2]There was a lack of cooperation at one campus of one of the colleges, resulting in a 13% return ratio. This campus is not, therefore, included in this analysis.

[3]This data was originally collected for two dissertations directed by the first author. See Hill (1975) and South (1975) for a more detailed description of the instrumentation, its validation, and data collection procedures.

[4]The random selection of full classes constitutes a type of cluster sampling scheme, which generally inflates variance but does not introduce systematic error.

[5]These indicators represent a composite of Kerlinger's (1958) Progressive Scale and Morrison's (1972) Role Orientation Scale.

[6]Eigenvalues for these factors were 3.21 and 1.54 respectively. Reliability (Ω), validity (ρ) and invalidity (Ψ) (see Heise and Bohrnstedt, 1970) were, for factor 1: $\Omega = .7379$, $\rho = .8522$, $\Psi^2 = .0016$; and for factor 2: $\Omega = .6866$, $\rho = .8211$, $\Psi^2 = .0123$ using the "optimal" weightings obtained by multiple regression (Smith, 1974) to produce factor scores.

[7]Reliability (Ω) and validity (ρ) using optimum weightings were: $\Omega = .8159$, $\rho = .9033$.

[8]Reliability (Ω) and validity (p) using optimum weightings were: $\Omega = .9592$, $p = .9805$.

[9]The non-zero correlation between the two progressivism factors is attributable to the multiple regression method used to compute factor scores. This method maximizes reliability and validity but produces correlated scores on variables originally generated as orthogonal.

[10]However, for the reference group identity variable some investigation was necessary to arrive at this conclusion. Since reference group identity is dichotmous, a highly skewed distribution on the sample data (85% or more subjects on one level) could violate the homoskedasticity assumption to an extent which would bias the analytical results. Examination of the sample data reveals that the distribution is not sufficiently skewed to conclude that this assumption was violated because 68.4% of our sample prefers to work at a community college (the 95% confidence interval for the population is 61.2%-75.6%).

[11]The REPRO program was developed by Richard Rockwell of the Department of Sociology, University of North Carolina at Chapel Hill.

Table 1

Items Comprising the Progressivism Scale[a]

1.	The healthy interaction of students with one another is just as important as the learning of subject matter.
2.	It is more important that the student learn to approach and solve problems than it is for him to master the subject matter or the curriculum.
3.	Education and educational institutions should be sources of new social ideas.
4.	The learning of proper attitudes is often more important than the learning of subject matter.
5.	Learning experiences organized around life experience rather than around subject matter are desirable.
6.	Faculty should consider the social and emotional development of students as important as their academic development.
7.	Learning is experimental. The student should be taught to test alternatives before accepting any of them.
8.	The community college should take an active part in stimulating social change.
9.	Instructors should encourage students to study and criticize our own and other economic and social systems.
10.	Students should be encouraged to examine all problems including religious, economic, and social ones in a critical and objective fashion.
11.	Manual and physical skills development are as important to a person's growth as is intellectual development.

[a]These items are modified from Kerlinger's (1956) Educational Scale VII and Morrison's (1972) Role Orientation Scale.

Table 2

Items Comprising the Acceptance Scale[a]

1.	The scholastic entrance requirements of community colleges are too low.
2.	Too many faculty members allow sub-marginal students to pass their courses.
3.	There tends to be too much stress in the community college on quantity of students and not enough on quality of students.
4.	Remedial courses in areas such as mathematics, English, etc. should play an important role in enabling the community college to meet its responsilities.
5.	Cosmetology, welding, nurses aiding, etc. have a significant place in the curricular offerings of the community college.
6.	The community college tends to be too much like a high school.
7.	The transfer program should be the most important program in the institution.
8.	Personal and career counseling of stu'ents by faculty should constitute an important part of the program of community colleges.
9.	Our administrative staff is overly concerned with student retention rate.
10.	In determining college course offerings, the community college should be responsive to the specific educational needs of the community.

[a]These items are modified from Morrison's (1972) Acceptance of the Community College Concept Scale.

Table 3

Items Comprising the Perceived Teaching Effectiveness Scale[a]

1.	Is the instructor actively helpful when you have difficulty?
2.	Is the instructor sensitive to student's feelings and problems?
3.	Does the instructor increase your interest in the subject?
4.	Does the instructor make students feel free to ask questions, disagree and express their ideas?
5.	Is the instructor fair in his dealings with the student?
6.	Does the instructor display sufficient knowledge of his subject?
7.	Does the instructor clarify the material for the class?
8.	Does the instructor respect students?
9.	Does the instructor tell students when they have done particularly well?
10.	Is the instructor prepared for class?
11.	Does the instructor distinguish between his opinion and facts?
12.	Are the instructor's directions clear?
13.	Does the instructor stimulate thinking?
14.	Has the instructor helped you make the material sufficiently relevant to your needs and goals?

[a]This scale is a slightly modified version of a student evaluation of faculty questionnaire developed at Harrisburg Area Community College.

Table 4

Pearson Product-Moment Correlations

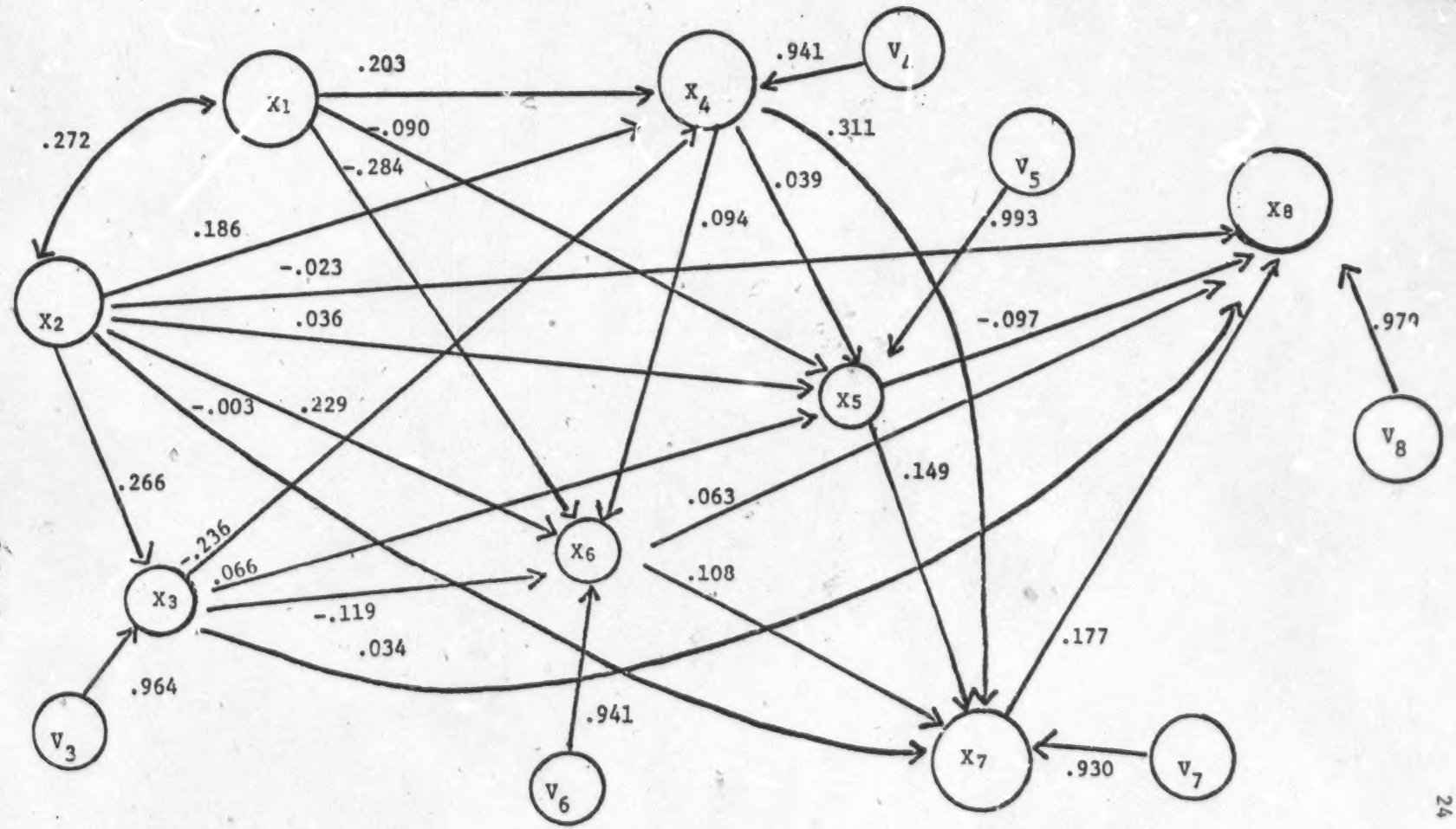
	X1	X2	X3	X4	X5	X6	X7	X8
X_1	1.000							
X_2	.2718	1.000						
X_3	.1422	.2657	1.000					
X_4	.2200	.1784	-.1582	1.000				
X_5	-.0791	.0224	.0692	-.0624	1.000			
X_6	-.2180	.1374	-.1131	.0910	.1370	1.000		
X_7	.0138	.0706	.0180	.3112	.1445	.1567	1.000	
X_8	-.0398	.0049	.0171	.1605	-.0610	.0709	.1717	1.000

X_1 = Comm. Coll. Teaching Experience
X_2 = Graduate Courses in Education
X_3 = Highest Academic Degree
X_4 = Reference Group Identity
X_5 = "Social Consciousness" Progressivism
X_6 = "Whole Person" Progressivism
X_7 = Acceptance of Comm. College Concept
X_8 = PTE

V_1 is disturbance on X_1

Table 5

Path Analysis of Full Model



X_1 = Community College Teaching Experience

X_2 = Graduate Courses in Education

X_3 = Highest Academic Degree

X_4 = Reference Group Identity

X_5 = "Social Consciousness" Progressivism

X_6 = "Whole Person" Progressivism

X_7 = Acceptance of CC Concept

X_8 = PTE

V_i = Disturbance on X_i

Table 6

Regression Parameters for Full Model

i,j	b_{ij}	β_{ij}	standard error b_{ij}	
3,2	.119	.266	.033	$R^2(X_3)=.071$
4,1	.027	.203	.010	
4,2	.068	.186	.029	$R^2(X_4)=.115$
4,3	-.193	-.236	.062	
5,1	-.022	-.070	.020	
5,2	.024	.036	.056	$R^2(X_5)=.015$
5,3	.100	.066	.123	
5,4	-.071	-.038	.150	
6,1	-.068	-.284	.018	
6,2	.148	.229	.051	$R^2(X_6)=.115$
6,3	-.171	-.119	.112	
6,4	.165	.094	.137	
7,2	-.002	-.003	.052	
7,4	.603	.311	.143	$R^2(X_7)=.135$
7,5	.158	.149	.077	
7,6	.119	.108	.812	
8,2	-.018	-.023	.062	
8,3	.058	.034	.137	$R^2(X_8)=.041$
8,5	-.111	-.097	.089	
8,6	.075	.063	.094	
8,7	-.191	.177	.084	

Table 7

Reproduced and Observed Correlations--Full Model

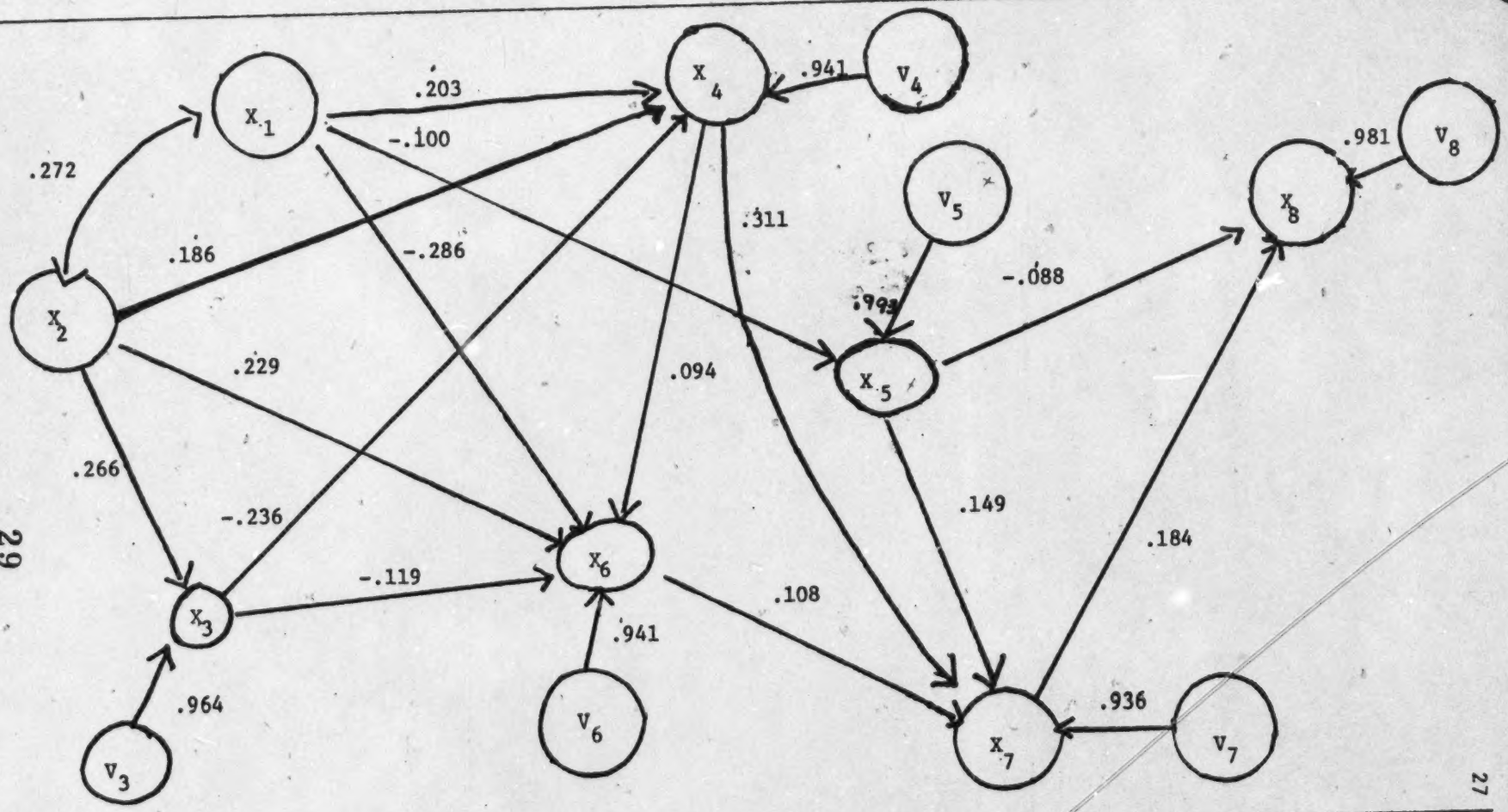
	X_1	X_2	X_3	X_4	X_5	X_6	X_7	X_8
X_1		X	.0722	.2362	-.0736	-.2081	.0391	-.0030
X_2	.2718		.2657	.1785	.0253	.1374	.0710	.0048
X_3	.1422	.2657		-.1724	.0769	-.0946	-.0533	.0050
X_4	.2200	.1784	-.1582		-.0624	.0880	.3109	.0566
X_5	-.0791	.0224	.0692	-.0624		.0117	.1310	-.0712
X_6	-.2180	.1374	-.1131	.0910	.1370		.1371	.0802
X_7	.0138	.0706	.0180	.3112	.1445	.1567		.1693
X_8	-.0398	.0049	.0171	.1605	-.0610	.0709	.1717	

← Reproduced Correlations

↑ Observed Correlations

Table 8

Path Analysis of Trimmed Model



X_1= Community College Teaching Experience

X_2= Gratuate Courses in Education

X_3= Highest Academic Degree

X_4= Reference Group Identity

X_5= "Social Consciousness" Progressivism

X_6= "Whole Person" Progressivism

X_7= Acceptance of Community College Concept

X_8= Perceived Teaching Effectiveness

V_i= Disturbance on X_i

Table 9

Regression Parameters for Trimmed Model

(i,j)	b_{ij}	β_{ij}	standard Error b_{ij}	
(5,1)	-.020	-.079	.019	$R^2(X_5)$=.006
(7,4)	.602	.311	.140	
(7,5)	.158	.149	.077	$R^2(X_7)$=.135
(7,6)	.119	.108	.080	
(8,5)	.100	.088	.087	
(8,7)	.200	.184	.083	$R^2(X_8)$=.037

[a] For variables 3, 4, & 6, the parameters are identical to those given in Table 5a for the full model.

Table 10 29

Reproduced and Observed Correlations--Trimmed Model

	X_1	X_2	X_3	X_4	X_5	X_6	X_7	X_8
X_1		X	.0722	.2362	-.0977	-.2081	.0363	.0153
X_2	.2718		.2657	.1785	-.0266	.1374	.0663	.0146
X_3	.1422	.2657		-.1724	-.0071	-.0946	-.0648	-.0113
X_4	.2200	.1784	-.1582		-.0231	.0880	.3167	.0664
X_5	.0791	.0224	.0692	-.0624		.0203	.1442	-.0610
X_6	-.2180	.1374	-.1331	.0910	.1370		.1384	.0237
X_7	-.0138	.0706	.0180	.3112	.1445	.1567		.1718
X_8	-.0398	.0049	.0171	.1605	-.0610	.0709	.1717	

← Reproduced Correlations

↑ Observed Correlations

Figure Captions

Figure 1. Theoretical Model.

Figure 2. Empirical Model.

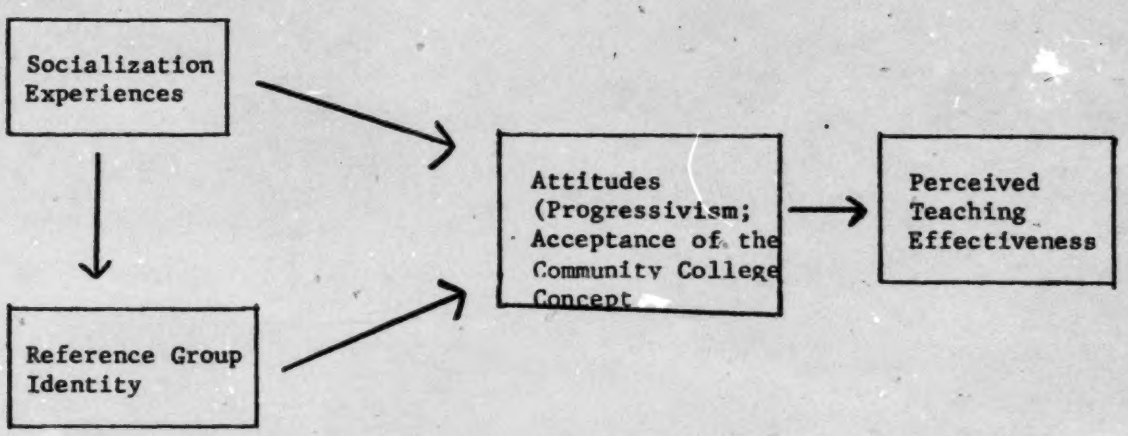

Socialization Experiences
Reference Group Identity
Attitudes (Progressivism; Acceptance of the Community College Concept
Perceived Teaching Effectiveness

Figure 1. Theoretical model

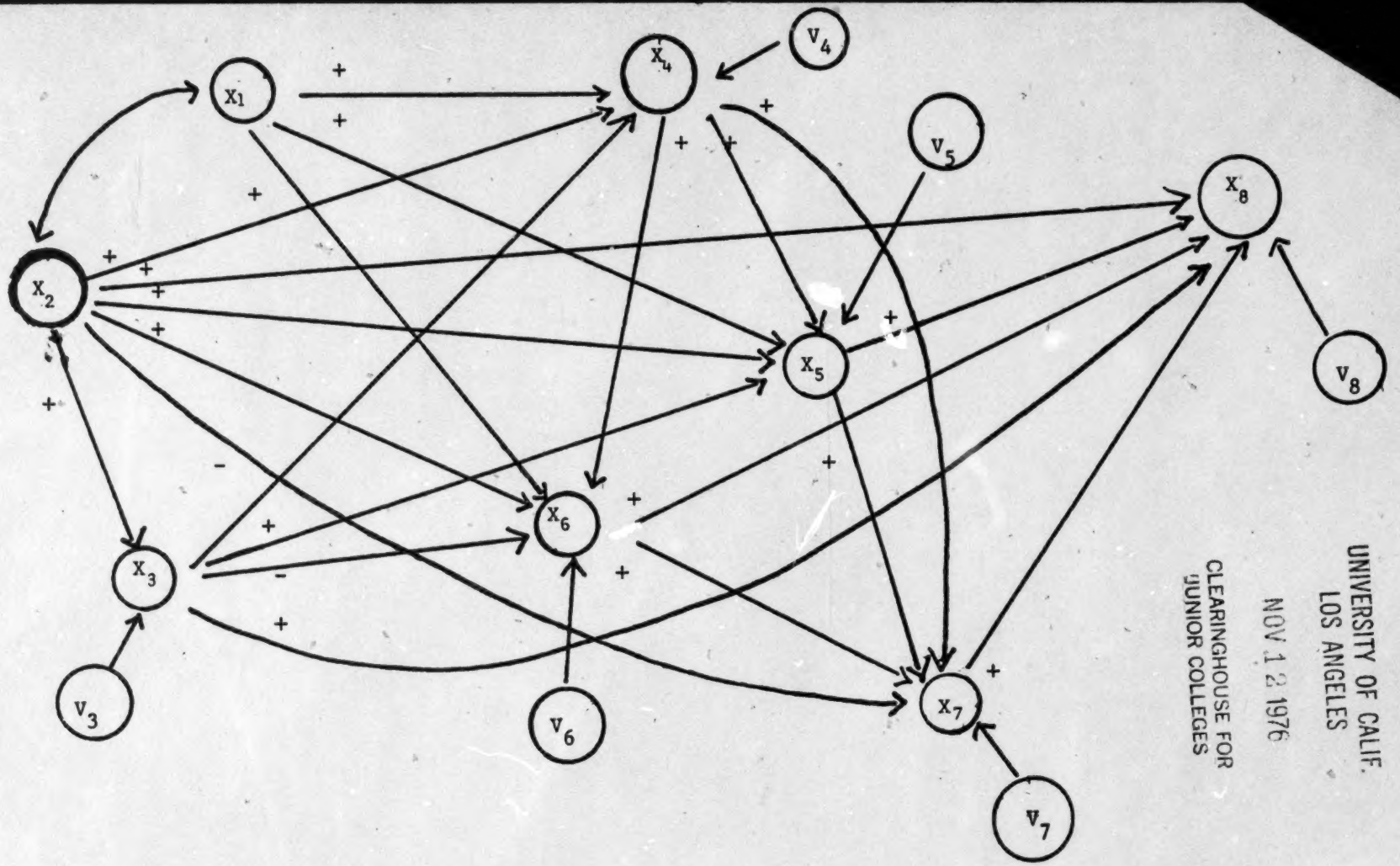


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Figure 2. Empirical model.

X_1 = Comm. Coll. Teaching Experience

X_2 = Graduate Courses in Education

X_3 = Highest Academic Degree

X_4 = Reference Group Identity

X_5 = "Social Consciousness" Progressivism

X_6 = "Whole Person" Progressivism

X_7 = Acceptance of Comm. College Concept

X_8 = PTE

V_i is disturbance on X_i